

	Y1	Y2	Y3	Y4	Y5	Y6
Digital Literacy	Understands ownership of work.	Can recognise that content on the internet may belong to other people.	Can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	Can consider who owns content online and whether someone has the right to reuse it.	Can give examples of content that is permitted to be reused and know how this content can be found online.	Can demonstrate how to make references to and acknowledge sources used from the internet.
	Understands that you can search for information using technology.	Can use simple keywords in search engines.		Can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.	Can explain how to use search technologies effectively.	Can explain how search engines work and how results are selected and ranked.
	Understands information that can be shared online.	Understands the importance of keeping personal information private.	Can demonstrate how to use key phrases in search engines to gather accurate information online.		Can search for information about an individual online.	Can explain the ways in which anyone can develop a positive online reputation.
	Can recognise technology around us.	Knows who to talk to if something has been put online without consent or if it is incorrect.	Can explain the need to be careful before sharing anything personal.	Can explain ways that some of the information about anyone online could have been created, copied or shared by others.	Can navigate the internet to find reliable sources and be able to store the information.	Can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.
	Understands information online can be good and bad.	Can explain the difference between things that are real and not real.	Be able to recognise the importance of a healthy mindset.	Can explain what is meant by fake news.	Can evaluate digital content and can explain how to make choices about what is trustworthy.	
	Understands what personal information is.	Can explain how passwords can be used to protect information, accounts and devices.	Can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online.	Can describe strategies for keeping personal information private, depending on context.		
	Understands that you should be kind to people online.		Can give reasons why someone should only share information with people they choose to and can trust.	Can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	Can conduct research about familiar buildings.	Can describe ways in which some online content targets people to gain money or information illegally and can describe strategies to help me identify such content.
	Understands that people online can be unkind.	Understands that technology can be used to communicate and why it can be risky.	Knows to tell a trusted adult if they are not sure or feel pressured.	Can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	Can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	Can explain that there are some people online who may want to harm.
		Can give examples of issues online that might make someone feel unhappy.	Can explain why someone may change their mind			Can describe issues online that could make anyone unhappy and can

			<p>about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>Able to discuss how the internet can be used to communicate.</p> <p>Understand the positive use of online communication.</p> <p>Can explain how people can represent themselves in different ways online.</p>		<p>Can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>give examples of how to get help, both on and offline.</p>
Information Technology	<p>Understands how search engines work.</p> <p>Can use a virtual map.</p> <p>Understands how to use and navigate websites.</p> <p>Can present and organise information (photographs).</p> <p>Can use a 3D model maker.</p> <p>Able to create a simple animation.</p>	<p>Understand how emails work..</p> <p>Understands how emails are sent.</p> <p>Knows how to add a profile picture and</p> <p>Can participate in a poll.</p> <p>Can use a drawing app.</p> <p>Able to search on the internet.</p> <p>Can create and export digital graphics to use in a game.</p> <p>Able to type on a keyboard.</p> <p>Can begin to use symbols on a keyboard.</p> <p>Can save documents.</p>	<p>Begin to create an e-book.</p> <p>Learn how to import.</p> <p>Use an app to research information.</p> <p>Understand what health data is.</p> <p>Able to record videos.</p> <p>Able to use a basic flow diagram tool.</p> <p>Understand what a web-blog is.</p> <p>Can create a web-blog.</p>	<p>Able to understand different uses of video.</p> <p>Can produce a themed video.</p> <p>Able to edit and publish a video.</p> <p>Able to produce a range of materials using picture apps.</p> <p>Able to promote and present videos.</p> <p>Understand how a HTML file must be structured.</p> <p>Understand headings and be able to add one to a HTML page.</p> <p>Can change the background colour of a HTML web page and set</p>	<p>Able to explain AR.</p> <p>Understand the fundamentals of basic filming, video editing and saving video.</p> <p>Can independently create an e-book.</p> <p>Able to explore 2D and 3D environments.</p> <p>Can learn and test out tools in a design app and be able to navigate in this space.</p> <p>Create a design using a design app.</p> <p>Understand that still images create a moving scene when played rapidly in a sequence.</p>	<p>Aware of what codes are used for and understand the concept of deciphering code.</p> <p>Able to explain what binary code is and what it is used for.</p> <p>Understand the concept of deciphering code.</p> <p>Can identify what a QR code is and for what it is used.</p> <p>Can create QR codes.</p> <p>Can create a presentation using a range of materials.</p> <p>Can interpret data using an Excel sheet.</p>

		<p>Able to edit text in Word documents.</p> <p>Can select and format text in Word documents.</p> <p>Understands the term data.</p> <p>Able to collect data.</p> <p>Can explain what data is and ways to collect it.</p> <p>Can interpret data.</p> <p>Can present data as a graph.</p> <p>Able to identify different types of animation.</p> <p>Understands the process of stop frame animation.</p> <p>Can produce creatures and backgrounds for an animation.</p> <p>Able to create a short animation.</p>		<p>font styles within it.</p> <p>Can add a photograph and text to a web page.</p> <p>Create a list of information on a HTML web page.</p> <p>Understand web links and how to embed them into a HTML web page.</p> <p>Able to create a table on a web page.</p> <p>Understand that technology is evolving and becoming more advanced.</p> <p>Understand the basics of using PowerPoint.</p> <p>Have an understanding of the main components of a computer.</p> <p>Understand how search engines work.</p> <p>Able to record video footage.</p> <p>Devise characters, plot and create a storyboard.</p> <p>Can identify the most appropriate way to record a movie.</p> <p>Able to import recorded footage into video editing software.</p>	<p>Able to produce a short animation in the style of a 'flipbook'.</p> <p>Be able to export an animation into editing software.</p> <p>Can enhance animation using music and sound effects.</p> <p>Attach software to create a controllable game simulator.</p> <p>Can identify which software can produce which type of content.</p> <p>Able to create a PowerPoint for an intended audience.</p> <p>Can test and make amendments to PowerPoints.</p>	<p>Have an understanding of stocks & shares.</p> <p>Can research share prices.</p> <p>Learn to analyse data to make informed decisions.</p> <p>Able to produce a report.</p> <p>Able to storyboard a video using a given theme.</p> <p>Able to write a script for a film.</p> <p>Can create materials needed for a film.</p> <p>Can create a film.</p> <p>Can edit a film using editing software.</p>
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Computer Science	Understands how the internet works.	Understands that algorithms are precise instructions that are followed.	Able to recognise, use and understand directional language, abbreviations and sequence instructions.	Understand the concept of simulations and what they are used for.	Understand how to create multiple sprites and how to resize them.	Can connect a simple circuit to a computer.
	Understands what an algorithm is.	Familiar with 'debugging' programs.	Able to use the repeat key.	Can produce an algorithm to program a model.	Understand how sensors work to detect sprites position.	Able to write a program to control a simple circuit.
	Understands the use of directional language to produce oral algorithm.	Can follow a simple algorithm.	Can program a floor robot and app without the help of an adult.	Can build a virtual world.	Understand variables and how to create multiple variables for sprites.	Can design a physical project which includes a simple circuit connected to a computer.
	Understands that digital games are made up of different elements.	Can devise a simple algorithm.	Able to identify algorithms in everyday life.	Can explain what a sprite and a stage is.	Able to use and explain what conditional statements are.	Able to create a controllable system.
	Able to discuss the elements of a game, the order of events (sequence).	Familiar with variables.	Able to break down tasks into a sequence of steps and understand the order of sequence.	Understand what computer animation is and where it is used.	Understand and use a variable and a conditional statement to create a counting timer.	Can I evaluate a controllable system.
	Can begin to use conditional language like "if" and "when."	Can create a simple game.	Able to decompose an algorithm.	Understand what player interaction is and why it is important to a computer game.	Understand how sensors can change a sprites position.	Understand the importance of code and the opportunities that exist.
	Able to recognise and use directional language.	Understands the elements that make up a computer game.	Can alter or improve an algorithm.	Can explain how to create a scoring system and timer into a game.	Able to use coding blocks to program.	Can use visual programming to create a complex program.
	Can begin to sequence instructions.		Able to demonstrate an understanding of inputs.	Can make improvements to their game.	Able to program a simulation.	Able to compare coding sites.
	Can move a robot forwards /backwards/ specify units.		Can use a range of inputs and selection within an algorithm.		Understands debugging.	Can edit code to meet a new requirement.
	Able to recognise that instructions create a simple program.		Can explain programming to others.		Can create a game including repetition, variables, player interaction.	Can import graphics from a library into a program.
	Can program a floor robot without the help of an adult.		Can create a basic algorithm by sequencing events in order.			Can write code that will accept user input.
						Can create code to generate random numbers.

	<p>Able to understand and explain what an algorithm is.</p> <p>Understands the need for accurate instructions.</p> <p>Can explain what an accurate instruction is.</p> <p>Can begin to code.</p>		<p>Understand how to create an algorithm within a programming app.</p> <p>Understand how codes work within games.</p> <p>Understand what makes a good game and how to create and share games.</p> <p>Have a basic understanding of how the internet works and how they can access it.</p> <p>Understand what a sprite is.</p> <p>Understand what a stage is.</p> <p>Able to code sprites to move.</p> <p>Able to create codes to move between stages.</p> <p>Understand and can include variables into coding apps.</p>			<p>Can understand that a variable is used to store information.</p> <p>Can use sensors to detect interaction.</p> <p>Can use operators to determine an outcome of a conditional statement.</p>
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